

**PERAN MINAT PENGGUNAAN E-LEARNING DAN MOTIVASI  
BELAJAR DALAM MEMEDIASI PENGARUH DESIGN KONTEN  
TERHADAP HASIL BELAJAR YANG DIMODERASI BUDAYA  
INDIVIDU (Studi Survey Eksplanatori pada Siswa SMA Negeri Se-Kota  
Bandung)**

**TESIS**

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Magister Pendidikan Ekonomi

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2021**

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### **PERAN MINAT PENGGUNAAN E-LEARNING DAN MOTIVASI BELAJAR DALAM MEMEDIASI PENGARUH DESIGN KONTEN TERHADAP HASIL BELAJAR YANG DIMODERASI BUDAYA INDIVIDU (Studi Survey Eksplanatori pada Siswa SMA Negeri Se-Kota Bandung)**

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**Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
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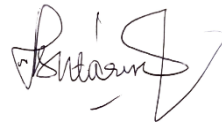
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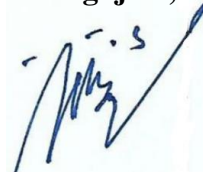
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**Nisail Mugni Hidayati (1906505). “PERAN MINAT PENGGUNAAN E-LEARNING DAN MOTIVASI BELAJAR DALAM MEMEDIASI PENGARUH DESIGN KONTEN TERHADAP HASIL BELAJAR YANG DIMODERASI BUDAYA INDIVIDU (Studi Survey Eksplanatori pada Siswa SMA Negeri Se-Kota Bandung)” Pembimbing I: Dr. Kusnendi, M.S. Pembimbing II: Dr. Nani Sutarni, M.Pd.**

## **ABSTRAK**

Penelitian ini dilatarbelakangi oleh hasil belajar siswa pada mata pelajaran ekonomi yang ditunjukkan oleh rata-rata hasil Penilaian Tengah Semester ganjil tahun pelajaran 2020/2021 yang masih banyak siswa kurang dari Kriteria Ketuntasan Minimum (KKM) pada beberapa sekolah kelas XI IIS SMA Negeri di Kota Bandung. Penelitian ini bertujuan untuk mengetahui apakah minat menggunakan E-Learning dan motivasi belajar berperan memediasi secara serial pengaruh design konten E-Learning terhadap hasil belajar. Penelitian ini juga bertujuan mengetahui apakah variabel budaya individu memoderasi hubungan antar variabel dalam model penelitian. Populasi pada penelitian ini adalah siswa kelas XI IIS SMA Negeri se-Kota Bandung sebanyak 1.278 siswa. Dengan menggunakan teknik sampel random sampling dan proportional random sampling diperoleh sampel sebanyak 305 siswa. Metode yang digunakan adalah studi korelasional dan teknik analisis data yaitu analisis regresi berganda dengan variabel mediasi serial dan variabel moderasi. Hasil penelitian menunjukkan bahwa: (i) design konten E-Learning, minat menggunakan E-Learning, dan motivasi belajar berada pada kategori sedang; dan hasil belajar sebagian berada pada kategori di atas KKM dan sebagian lagi berada pada kategori di bawah KKM. (ii) minat menggunakan E-Learning dan motivasi belajar berperan memediasi secara serial pengaruh design konten E-Learning terhadap hasil belajar. (iii) variabel budaya individu hanya memoderasi pengaruh motivasi belajar terhadap hasil belajar.

***Kata Kunci: hasil belajar, minat penggunaan E-Learning, motivasi belajar, design konten***

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**Nisail Mugni Hidayati (1906505). “THE ROLE OF E-LEARNING AND MOTIVATION USAGE IN MEDIATING THE EFFECT OF CONTENT DESIGN ON LEARNING OUTCOMES MODERATED INDIVIDUAL CULTURE (Explanatory Study on Students at Public Senior High Schools (SMA Negeri) in Bandung City)” 1st Adviser: Dr. Kusnendi, M.S. 2nd Adviser: Dr. Nani Sutarni, M.Pd.**

## **ABSTRACT**

*The background of this study comes from student learning outcomes in economic subjects which are shown by the average results of the Mid-Semester Assessment for the odd semester of the 2020/2021 school year, which still many students got less than Kriteria Ketuntasan Minimum (KKM) in some classes of XI IIS in SMA Negeri, Bandung. This study aims to determine whether interest in using E-Learning and learning motivation plays a role in serially mediating the effect of E-Learning content design on learning outcomes. This study also aims to determine whether individual cultural variables moderate the relationship between variables in the research model. The population in this study are students of class XI IIS SMA Negeri in Bandung as many as 1,278 students. By using random sampling and proportional random sampling techniques, a sample of 305 students was obtained. The method used is a correlational study and data analysis techniques, it is multiple regression analysis with serial mediating variables and moderating variables. The results show that: (i) E-Learning content design, interest in using E-Learning, and learning motivation are in the medium category; and some learning outcomes are in the category above the KKM and some of them are in the category below the KKM. (ii) interest in using E-Learning and learning motivation play a role serially in mediating the effect of E-Learning content design on learning outcomes. (iii) individual cultural variables only moderate the effect of learning motivation on learning outcomes.*

**Keywords:** *Learning outcomes, Interest in using E-Learning, Learning motivation, E-Learning content design*

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